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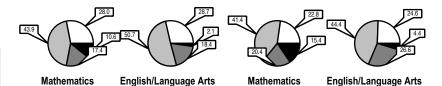
Bryson Middle 23010.

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Below Average	N/A
2003 2004	Average	Unsatisfactory	No

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Middle Schools with Students like Ours



#### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	72	362	90
Percent satisfied with learning environment	81.4%	53.9%	61.1%
Percent satisfied with social and physical environment	83.3%	59.8%	42.4%
Percent satisfied with home-school relations	65.7%	79.3%	57.5%

Bryson Middle								2301024
PACT PERFORMANCE	E BY GR					,		
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All students	1,287	98.9	28.7	50.7	18.4	2.1	20.6	17.6
Gender								
Male	649	98.6	34.7	50.3	13.5	1.5	15.0	17.6
Female	638	99.2	22.8	51.1	23.4	2.7	26.1	17.6
Racial/Ethnic Group								
White	925	98.7	23.4	51.1	22.9	2.7	25.5	17.6
African-American	308	99.7	43.9	49.3	6.1	0.7	6.8	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	45	97.8	38.5	53.8	7.7	N/A	7.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	1,087	99.1	21.5	54.9	21.2	2.5	23.6	17.6
Disabled	200	98.0	71.5	26.2	2.3	N/A	2.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,287	98.9	28.7	50.8	18.5	2.1	20.6	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,283	98.9	28.8	50.7	18.4	2.1	20.5	17.6
Socio-Economic Status								
Subsidized meals	414	98.8	44.9	46.3	8.7	N/A	8.7	17.6
Full-pay meals	873	99.0	21.8	52.6	22.6	3.0	25.6	17.6
				V = 1				
All students	4 007	99.5	28.0	Mathe 43.9	matics 17.4	10.6	28.1	15.5
Gender	1,287	99.5	20.0	43.9	17.4	10.0	20.1	15.5
Male	640	99.4	27.8	43.0	19.3	9.9	29.1	15.5
Female	649							
Racial/Ethnic Group	638	99.7	28.2	44.8	15.6	11.4	27.0	15.5
White	925	99.6	21.8	45.4	19.6	13.2	32.8	15.5
African-American	308	99.4	47.1	39.6	10.4	2.9	13.3	15.5
Asian/Pacific Islander	6	100.0	47.1 N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	45	100.0	33.3	48.7	12.8	5.1	17.9	15.5
American Indian/Alaskan	N/A	0.0	N/A	40.7 N/A	N/A	N/A	N/A	15.5
Disability Status	N/A	0.0	IN/A	IN/A	IN/A	IN/A	IN/A	10.0
Not disabled	1,087	99.7	20.8	47.1	19.8	12.3	32.1	15.5
Disabled	200	98.5	70.9	25.0	3.5	0.6	4.1	15.5
Migrant Status	200	50.5	10.0	20.0	3.3	0.0	7.1	10.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,287	99.5	27.9	44.0	17.4	10.7	28.1	15.5
English Proficiency	1,201	00.0	27.0	11.5		10.7	20.1	10.0
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,283	99.5	28.1	43.9	17.4	10.6	28.0	15.5
Socio-Economic Status	1,200	30.0				. 5.5		
Cubaidizad maala	414	00 F	20.0	15.1	11.7	2.1	1/10	15.5

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45.4

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19.9

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15.5

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99.5

Subsidized meals

Full-pay meals

# PACT PERFORMANCE BY GRADE LEVEL

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		Enrolle	ert 18t ind	/	HOW Basic	/	Proficient olo	Advanced Advanced
		alle	'self deza	lested on Be	OND	Basic ol	Profit /	Advanced Advanced
		Enro	9/0	0/08	0/0	0/1	0/0	Advanced Advanced
				English	í/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 6	389	N/A	22.0	42.6	29.7	5.7	35.4
	Grade 7	406	N/A	17.0	52.1	26.2	4.7	30.9
•	Grade 8	398	N/A	22.2	42.4	29.8	5.6	35.4
Δ	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	431	98.8	29.9	47.6	20.3	2.3	22.5
	Grade 7	435	98.9	28.1	53.9	17.5	0.5	18.0
	Grade 8	421	99.0	28.2	50.6	17.6	3.6	21.1

				M	athematic	cs		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	389	N/A	30.2	46.6	16.2	7.0	23.2
	Grade 7	406	N/A	30.1	40.2	17.0	12.6	29.6
•	Grade 8	398	N/A	31.6	53.4	12.2	2.8	14.9
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	431	99.5	20.2	42.3	24.9	12.6	37.5
	Grade 7	435	99.8	31.7	43.6	14.9	9.9	24.8
	Grade 8	421	99.3	32.1	45.9	12.5	9.4	21.9

# SCHOOL PROFILE

C	our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,284)				
Students enrolled in high school credit courses (grades 7 & 8)	17.3%	Down from 18.7%	26.9%	14.4%
Retention rate	2.6%	Down from 5.9%	2.2%	2.3%
Attendance rate Eligible for gifted and talented	95.0%	Down from 95.8%	95.6%	95.2%
	20.3%	Down from 20.5%	21.6%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	15.2%	Up from 15.1%	11.2%	14.1%
	3.3%	Down from 3.7%	3.3%	4.9%
Suspended or expelled	0.5%	Down from 2.2%	1.7%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 73)				
Teachers with advanced degrees Continuing contract teachers	46.6%	Up from 45.8%	50.0%	47.1%
	83.6%	Down from 90.3%	83.8%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	82.2%	Down from 84.6%	86.6%	84.3%
Teacher attendance rate Average teacher salary	98.6%	Up from 98.3%	95.4%	95.0%
	\$39,914	Up 3.1%	\$40,952	\$39,924
Prof. development days/teacher	11.1 days	Up from 11.0 days	10.2 days	10.7 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	3.0
Student-teacher ratio	N/R	N/R	22.1 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	93.2%	Down from 93.6%	90.1%	88.9%
	\$4,278	Up 2.1%	\$5,490	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	65.3%	Up from 64.1%	64.0%	62.0%
	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	94.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bryson Middle School serves 1289 students in grades six, seven, and eight from the Simpsonville and Ft. Inn communities. Our mission is to educate and nurture every student who attends our school. To fulfill that mission, we offer a strong academic program, organized sports, and co-curricular activities. The 2002-03 school year has been marked by success in each of those areas.

Academically, our PACT Scores showed some improvement for specific groups of students. We have begun work to determine the specific needs of students who were retained in grade for the year and/or who were unsuccessful in scoring at least BASIC on PACT. Through a grant from the Alliance for Quality Education, we were able to interview students, determine their needs, and begin to adjust our instructional practices to meet their needs. To support teachers in developing new instructional practices, we updated our Professional Library. The library was also funded by the Alliance grant.

Students won a variety of awards this year; clearly, these awards are evidence of student success. BMS students participate in Student Council, Natural Helpers, the Art Club, the Junior Beta Club, and a variety of other after-school activities.

The BMS staff is committed to providing the best education possible for each of our students. Learning new instructional techniques, becoming adept at analyzing data to determine needs, and expanding our content knowledge are the goals that have driven our professional development for the 2002-03 year. The BMS staff has averaged over 10 days per staff member of professional development.

With the overarching goal of improving student performance, we will continue next year to implement the goals for professional development. Additionally, we will implement the School Portfolio that will drive our strategic improvement plans for the coming years. As we become a data-driven system, we will provide an environment that meets the needs of our students, parents, and staff. Excellence is expected at BMS!

Billie McGaha, Ph.D. Principal

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.